

PEPPERHILL ELEMENTARY

3300 East Creola Rd.
North Charleston, SC 29420

GRADES PK-6 Elementary School

ENROLLMENT 514 Students

PRINCIPAL Amy E. Mims 843-767-5905

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	27	53	12	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Average	Yes

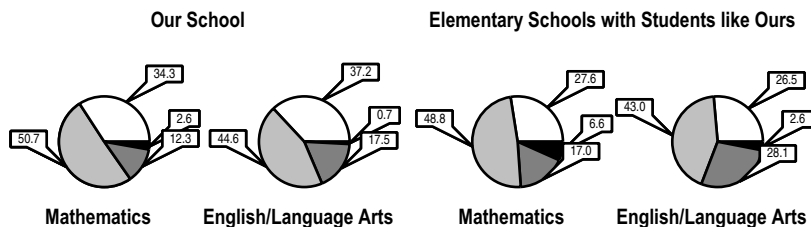
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	316	99.7	36.9	44.8	17.5	0.7	27.6	Yes	Yes
Gender									
Male	163	99.4	43.8	41.6	13.9	0.7	24.1		
Female	153	100.0	29.8	48.1	21.4	0.8	31.3		
Racial/Ethnic Group									
White	30	100.0	28.0	44.0	28.0	0.0	40.0	I/S	I/S
African-American	259	100.0	37.5	45.5	16.1	0.9	26.8	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	50.0	28.6	21.4	0.0	21.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	274	99.6	32.6	46.8	19.7	0.9	31.3		
Disabled	42	100.0	65.7	31.4	2.9	0.0	2.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	99.7	36.9	44.8	17.5	0.7	27.6		
English Proficiency									
Limited English Proficient	14	92.9	77.8	22.2	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	302	100.0	35.5	45.6	18.1	0.8	28.6		
Socio-Economic Status									
Subsidized meals	244	100.0	39.4	43.8	15.8	1.0	25.1	Yes	Yes
Full-pay meals	72	98.6	29.2	47.7	23.1	0.0	35.4		

Mathematics - State Performance Objective = 15.5%									
All Students	316	100.0	34.6	50.6	12.3	2.6	25.3	Yes	Yes
Gender									
Male	163	100.0	34.8	50.7	11.6	2.9	22.5		
Female	153	100.0	34.4	50.4	13.0	2.3	28.2		
Racial/Ethnic Group									
White	30	100.0	16.0	52.0	20.0	12.0	48.0	I/S	I/S
African-American	259	100.0	37.1	49.6	12.1	1.3	21.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	26.7	66.7	6.7	0.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	274	100.0	29.9	53.0	14.1	3.0	28.6		
Disabled	42	100.0	65.7	34.3	0.0	0.0	2.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	100.0	34.6	50.6	12.3	2.6	25.3		
English Proficiency									
Limited English Proficient	14	100.0	50.0	50.0	0.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	302	100.0	34.0	50.6	12.7	2.7	25.9		
Socio-Economic Status									
Subsidized meals	244	100.0	37.4	50.7	10.3	1.5	22.2	Yes	Yes
Full-pay meals	72	100.0	25.8	50.0	18.2	6.1	34.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	84	100.0	28.8	56.2	15.1	N/A	15.1
	Grade 4	73	100.0	50.0	40.6	9.4	N/A	9.4
	Grade 5	81	100.0	52.7	40.5	6.8	N/A	6.8
	Grade 6	27	100.0	74.1	25.9	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	68	100.0	18.5	46.2	35.4	N/A	35.4
	Grade 4	93	100.0	34.1	55.7	10.2	N/A	10.2
	Grade 5	80	100.0	43.9	43.9	12.1	N/A	12.1
	Grade 6	76	100.0	46.4	36.2	14.5	2.9	17.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	84	100.0	43.8	50.7	4.1	1.4	5.5
	Grade 4	73	100.0	39.1	45.3	9.4	6.3	15.6
	Grade 5	81	100.0	43.2	52.7	4.1	N/A	4.1
	Grade 6	27	100.0	29.6	55.6	7.4	7.4	14.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	68	100.0	29.2	60.0	9.2	1.5	10.8
	Grade 4	93	100.0	39.8	55.7	3.4	1.1	4.5
	Grade 5	80	100.0	45.5	36.4	15.2	3.0	18.2
	Grade 6	76	100.0	21.7	50.7	21.7	5.8	27.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 514)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.7%	N/A	3.8%	2.7%
Attendance rate	96.2%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		4.5%	3.5%
Eligible for gifted and talented	7.1%	Up from 6.1%	9.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.6%	Up from 4.7%	8.8%	8.2%
Older than usual for grade	1.2%	Down from 12.9%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Up from 42.9%	46.9%	51.4%
Continuing contract teachers	80.6%	Up from 77.1%	87.1%	87.5%
Highly qualified teachers**	81.8%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	10.0%		0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 82.0%	86.1%	86.7%
Teacher attendance rate	94.5%	Down from 96.3%	94.7%	94.9%
Average teacher salary	\$40,433	Up 3.2%	\$40,114	\$40,760
Prof. development days/teacher	16.1 days	Down from 20.3 days	13.3 days	12.4 days

School				
Principal's years at school	1.0	Down from 12.0	3.5	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.4 to 1	17.8 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 88.5%	89.9%	90.0%
Dollars spent per pupil*	\$5,390	Up 6.0%	\$6,140	\$6,044
Percent of expenditures for teacher salaries*	65.3%	Down from 68.8%	65.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 92.6%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Pepperhill Elementary School, under new leadership in 2003-04, we organized a climate of performance excellence in which student achievement will climb to new heights. Our staff, parents, and students created and implemented a Turnaround Plan to address areas of weakness identified throughout the school. We have pinpointed the areas of Literacy, Assessment and Diagnosis of Student Learning Needs, High Expectations of all Partners, Early Childhood Initiatives, School Learning Environment, and Organizational Structure as our targets to increase student achievement as measured by PACT over the next four years. Teams of staff members, parents, and administrators spent the first year of our Turnaround efforts gathering data and setting goals for each of these targets. Major programs which address student achievement offered in 2003-04 include: Accelerated Reader, Literacy Coach (grades 1-3), SOAR to Success reading comprehension program, Reading Soul Mates, STARR Students, Character Education, School to Career initiatives, Power Lunch, STAR Reading and Math, small group academic assistance for students with deficiencies, Homework Help, Saturday Academy, and computer assisted instruction. Special services available to all students were provided by a full-time Registered Nurse, mental health counselor, guidance counselor, and student concern specialist. Staff development focused on research-based Best Instructional Practices, Building Learning Communities, Standards in Practice, classroom management/ Discipline with Dignity, and Write Traits. Many teachers completed additional coursework in such areas as literacy, technology, administration, and counseling. We are ready for the challenges that lie ahead of us. Through continued partnerships between Pepperhill Elementary School parents, community members and staff, we expect increases in student achievement.

Amy E. Mims, Principal
Joe Pizarro, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	75	18
Percent satisfied with learning environment	100.0%	75.7%	88.9%
Percent satisfied with social and physical environment	100.0%	75.7%	88.9%
Percent satisfied with home-school relations	58.8%	83.6%	94.1%

*Only students at the highest elementary school grade level at this school and their parents were included.